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ABSTRACT

This description of the National Diffusion Network, a nationwide system of trained educators working together to help school districts adopt tested exemplary educational programs, includes a brief history of the NDN and discussions of how programs are identified, how exemplary programs are chosen, and how school districts adopt NDN programs. The dissemination concept, why NDN has succeeded, and the importance of sharing successful educational programs are also discussed. A brief description of NDN accomplishments and a sampling of approved programs in basic skills, special, early childhood, migrant, high school, and environmental education are provided, as well as indications of future developments. (MBR)

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"The goal of the NDN is to enable widespread adoptions of proven programs rather than simply disseminating information regarding these programs."

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NDN

a success story

Prepared for the United States Office of Education
by the
Far West Laboratory for Educational Research and Development
June, 1978

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INTRODUCTION

"We can help two out of every three children..."

"NDN offers programs; it does not force them on school districts..."

Change is traumatic to most people—even when they know it is necessary and may improve their lives.

Similarly, change is traumatic to schools. Problems can be apparent, or not so apparent. Teachers might have the uneasy feeling that they are not reaching their students. Students might be taking days off—unexcused—and not really be taking part when they are present. Administrators might wonder how they can cope: providing inservice for already overworked teachers...helping parent advisory councils function effectively... meeting new requirements mandating that handicapped children be placed in regular classes... balancing the budget.

For schools, not only are problems plentiful but so are obstacles to change: lack of money, lack of time, lack of guidance, lack of staff support, and an overabundance of "things that must be dealt with before any changes can be made."

But suppose an administrator believes something must be done—that a school needs a new curriculum, more teacher inservice in reading, an improved climate in senior high, or a way to identify possible learning problems in kindergartners? What is the next step for that administrator?

A few years ago, an administrator might have had to search alone for a solution. Even if one were found, there was no guarantee that it would work. Now, administrators who need an effective program can turn to the National Diffusion Network.

The National Diffusion Network, or NDN, is a nationwide system of trained educators working together in a sustained effort to help school districts adopt tested programs.

Developing New Alternatives

One of the people in the NDN is Luceille Werner, a teacher who successfully developed a minimal-cost program to screen children for learning problems before they enter school. The program also provides services to young children during their first critical years in school. As one example of what the program can mean to children, Mrs. Werner says: "We can help two out of every three children who are identified as having serious problems in reading to become successful readers."

Mrs. Werner developed her program, starting in 1971, in a small, mostly rural area of Illinois. The $400,000 cost was paid by the federal government under Title III of the Elementary and Secondary Education Act (ESEA).

Approximately 300 schools are now using the program in 31 states, and more than 60,000 children have been screened. It has been found to be effective with children who go to inner-city schools in Chicago as well as with migrant children who follow the crops with their families. So successful is the program that it is being used in five other countries: Austria, Germany, Norway, Sweden, and Switzerland.

The program Mrs. Werner directs, known officially as "Early Prevention of School Failure," is only one of more than 100 exemplary programs which the NDN makes available to schools. Known as "Developer/Demonstrators," these programs help youth to become more responsible and responsive to their families, friends, community, and school. Some help educators better organize and manage their schools and work more effectively with parents and other citizens. Many can be used to help districts meet current legislative mandates for minimum competency graduation requirements, basic skills programs, and new approaches for identifying and serving handicapped youth. All have been reviewed and approved by a federal panel to assure their effectiveness.

Facilitating Change

Suppose a school district in Wyoming wants to adopt a program that was started in Maine? That question faced federal and state administrators prior to the start of the NDN when there was no effective nationwide system to transfer programs and to provide the total service required to make adoptions work. Transferring an exemplary program from one school to another in the same district or state was difficult enough without trying to move one to a state that was far away, not to mention trying to figure out different state requirements, guidelines, and red tape.

To ease transfer problems and to assure effective interstate movement of programs, the NDN again relied on people. "State Facilitators" was the name given to people charged with facilitating adoptions within their state. They are located in almost every state, the District of Columbia, and the Virgin Islands.

State Facilitators make public and nonpublic districts aware of the NDN and the programs it offers. They work with districts in determining needs and matching them to the alternatives the NDN offers.

Duane Webb of Colorado is one of the people who serves as a State Facilitator. He says the NDN is working well in his state and "has a tremendous amount of grass roots credibility" for several reasons. "NDN offers programs; it does not force them on school districts." The amount of follow-up provided to schools that adopt a program also establishes credibility. Dr. Webb makes sure that he or one of his staff maintains contact with an adopting school for at least a year. "By emphasizing personal, long-term involvement of our staff, we are assuring quality adoption," he says. And he notes, "one successful adoption breeds another." In the Denver Public Schools, for example, one program was adopted, followed by four others when it proved successful. Similarly, multiple adoptions have occurred in schools in Adams County and Colorado Springs.

The NDN Responds to Local Needs

Here's what Calvin M. Frazier, Colorado Commissioner of Education, has to say about NDN's impact on his state:

"The Colorado State Facilitator project has been a prime mover within our state in providing effective assistance to local school districts as they implement efforts. The Colorado State Facilitator and the National Diffusion Network have been able to respond to the needs of local educators for improved reading, mathematics, and early childhood education programs with a variety of alternatives. The real key to the success of this project, though, has been the excellent staff and trainers who have worked so cooperatively with Colorado's school people in their local educational improvement efforts. The concept of providing alternatives and choices to teachers and administrators as they work to improve education is one which is supported by the Colorado Department of Education. The future of education relies heavily on the ability of educators to work more cooperatively at all levels of government. We hope, as the state of Colorado seeks to develop the capacity to provide effective technical assistance and alternative ideas to local teachers and administrators, that programs such as the National Diffusion Network will continue to be involved."

In Colorado, as in other states, the NDN is helping administrators respond to local policies and meet state and federal legislative requirements. The NDN is also carrying out the intent of Congress, which mandated in legislation such as ESEA that the U.S. Office of Education (USOE) "disseminate" programs or approaches that lead to improvement in education. The NDN, administered by the Division of Educational Replication in USOE, does that and more. As a nationwide system, it enables school districts anywhere in the country to adopt at minimal cost an effective program developed under Title I, Title III, or Title IV, ESEA; Right to Read; Follow Through; Handicapped; Bilingual; or other federal education programs.

I. WHAT IS THE NDN?

The National Diffusion Network (NDN) is different things to different people.

It's been called:

- "A significant catalyst for sharing nationally what has been learned in education."
- "A down-to-earth, practical way of helping people help each other—teachers with teachers; administrators with administrators."
- "A shortcut for improving education for kids."
- "A people-oriented dissemination method."
- A "letter of credit" enabling programs to move across state lines.
- An answer to the Congressional mandate to the U.S. Office of Education (USOE) to disseminate results of federally funded education programs.
- A means of enabling personnel in local school districts to become aware of many effective programs and to select the one that best fits their requirements.

A Brief History

During the 1950s and 1960s, the federal government assumed that information and materials produced by research would reach educators in local districts via journals and other print media. But one-way, limited communication was not so fruitful in promoting change as was hoped.

With the passage of the Elementary and Secondary Education Act (ESEA) in 1965, local districts could apply for funds to develop new approaches to improve education in their own school settings. ESEA also was instrumental in strengthening state departments of education, better attuning them to challenges within their states.

In the early 1970s, more and more states began validating "exemplary" education programs that were emerging from federal and state funded initiatives. Several states set up systems to identify the best programs and make them known to other districts within state boundaries. These efforts came to a climax when state and federal officials, working with programs funded under Title III, ESEA, jointly agreed that approximately $9 million available from fiscal year 1974 discretionary funds should be used to promote the dissemination of exemplary programs across state lines.

Thus, the idea of NDN was born. Federal officials promoted the NDN because of its potential to link, via a nationwide network, school districts with specific education problems to programs in other districts that had been successful in solving those same problems.

How Exemplary Programs Are Identified

Coincidentally with sponsorship of a national display of promising educational programs in 1972, a federal panel was appointed to assure that any federal funds awarded for dissemination purposes would be directed to programs that could offer proof of effectiveness. The federal panel, named the Dissemination Review Panel, was composed of evaluators and other experts from USOE. When the Panel was expanded to include experts from the National Institute of Education, it became known as the Joint Dissemination Review Panel.

Besides functioning as an internal review mechanism for programs developed with funds from the Department of Health, Education and Welfare's Education Division, the Panel was seen as a screening mechanism for schools. In effect, the Panel screens out less effective programs and provides a passport for federally developed programs to become eligible for dissemination funds awarded under the NDN. The dissemination funds also enable the Developer/Demonstrators of chosen programs to be adopted or adapted and moved across state lines. Federally developed programs cannot become eligible for federal dissemination funds until they are approved by the Joint Dissemination Review Panel.

Here's how the Panel works. It's composed of 22 members, 11 each from USOE and the National Institute of Education. Panel members are chosen by agency heads for their ability to analyze the effectiveness of educational programs.

A program must meet certain conditions to be deemed effective. The evidence of effectiveness must be valid and reliable. Results must be of sufficient magnitude to have educational importance, and it should be possible to reproduce both the program and its positive effects at other sites. However, expensive large-scale studies are not necessary to show effectiveness if there is "common-sense" evidence that the program caused the favorable results.

The Panel members seek to answer questions such as the following: How well did children perform after exposure to the NDN program? Are the gains reported statistically significant? Are they large enough to be judged educationally important when compared to other, more typical school procedures?

Once gains have been established and their statistical significance and educational importance verified, the Panel decides if gains were the specific result of the program. The aim is to rule out any other explanation of why change occurred so the gain may be attributed solely to the program.

Programs having purposes other than causing gains in cognitive achievement are judged by different criteria. However, the same logic applies. Effectiveness must be proved to the satisfaction of Panel members. An example, the Diversified Educational Experience Program (Project DEEP) of Wichita, Kansas, randomly assigned students to classes, and classes were randomly selected for participation. Comparisons at the end of the school year showed 30 pecent fewer absences and a 37 percent lower dropout rate for students enrolled in DEEP when compared to the dropout rate for non-enrolled students.

How NDN Programs Are Chosen

Programs deemed exemplary by the Joint Dissemination Review Panel are eligible to become part of the NDN. When they do, they are called "Developer/Demonstrators."

Not all programs that are validated by the Panel are funded as Developer/Demonstrators because of limited funding capacity of the NDN. Currently, 199 programs have passed the Panel. Of that number, 109 were funded for the 1977-78 school year as Developer/Demonstrators. Part of their funds are used to help school districts adopt or adapt. The unfunded programs can be adopted by other school districts but expenses ordinarily must be borne by the adopting school.

Programs passing the Panel are chosen for funding as NDN Developer/Demonstrators based on a number of considerations. Federal officials try to fill gaps in specific areas and to respond to requests from the field for different kinds of programs. Consequently, high-priority needs in almost every state — reading, for example — are well represented among Developer/Demonstrators. At the same time, however, effective programs that are aimed at limited and often unserved segments of the school population are encouraged to appear before the Panel and to compete for Developer/Demonstrator funding.

One example of a high priority program serving a limited segment of students is Seattle's "Program for Children with Down's Syndrome." It was originally developed for children from birth to age six, with funding provided by the USOE's Bureau of Education for the Handicapped. Having passed the Panel, the program can be replicated, through NDN auspices, for similar school-aged children in other school districts.

Federal officials also consider geographic representation of similar programs important. Developer/Demonstrators are currently located in 36 states.

How the Adoption Process Works

Federal officials recognized at the inception of the NDN that matching district needs with available, effective programs would not be easy. The challenges were many: distance, time, the different organizational structures among local districts, varying state education laws, guidelines, and priorities. It was clear that Developer/Demonstrators would need assistance in moving programs across state lines. Consequently, the idea of "State Facilitators" was conceived.

States were encouraged to start a State Facilitator project. States that were organized on a regional basis—by regional cooperatives or education service agencies—followed the same structure in setting up a State Facilitator project. Consequently, though most states have one person or office designated as the State Facilitator, eight states have multiple units.

State Facilitators also have different bases of operation—state education agencies, local education agencies, intermediate service agencies, and, in a few cases, institutions of higher education and nonprofit agencies.

To make educators generally aware of the NDN and the programs it offers, Facilitators initially may make mass mailings of general descriptive materials or talk with educators gathered at conferences or seminars. After determining the general needs of the state's educators, Facilitators may arrange to hold special NDN conferences, bringing together program Developers with school personnel interested in adopting a particular kind of program. In a state that is trying to implement new legislation, the Facilitator may select projects that best meet the requirements of the legislation. An example would be a state with new legislation that is aimed at better serving handicapped children or that requires K-12 reading programs. Sometimes, many districts request more information on a specific program they have heard about. When that happens, the State Facilitator may arrange for all of the interested districts to send representatives to one place in the state to see a demonstration of the program.

Some Facilitators initially spend much time working with district staffs to pinpoint specific needs and to find out what kind of program would be most suitable for adoption. Often, districts have many options from which to choose. The NDN offers, for example, a wide variety of approaches to the early identification of learning problems. Faced with such variety, districts often depend on the help of the State Facilitators to compare program features. More often than not, Facilitators have firsthand knowledge of the programs, having viewed them at the original demonstration site, or having talked with the Developers.

We Can "Short-Circuit the Red Tape"

From the point of view of a local superintendent—Jim McElroy of Hanston, Kansas—the State Facilitator helps school districts to "short-circuit the red tape we usually have to go through with state and federally funded programs. And," he adds, "by making us aware of NDN programs and how we can use them, the State Facilitator is helping us to improve our school programs."

State Facilitators also handle the logistics of adoptions as programs are moved across the state or across the country. The funds the Facilitator receives from the NDN are used to ease the strain on both the Developer/Demonstrator and the adopting schools. In readying a school for adoption, State Facilitators are involved from the needs assessment through the training (provided by the Developer/Demonstrators) and the follow-up visits and evaluation. State Facilitators, Developer/Demonstrators, and adopting schools all share in the cost of adoptions.

Often district representatives want to attend a demonstration prior to making a decision on adopting a particular program. This strategy enables school personnel to question the Developer/Demonstrator about program goals and philosophy, methods, evidence of effectiveness, costs, and other specific features. It provides an opportunity to judge accurately whether the program visited will indeed fit district needs and whether all involved will be able to work effectively.

Just as the methods used by Facilitators are varied, so too are preferences of local school districts. Some prefer to do their own needs assessment and to become aware of many different approaches before making a decision. In such cases, the services of the Facilitator can be invaluable in cutting through red tape, in drawing up agreements with the Developer/Demonstrators, in setting up demonstrations and training.

How Training and Support Are Provided

A key component of the NDN's dissemination strategy is matching districts with needs to effective programs that can meet those needs. But to bring about changes in school programs, more than information is needed by school districts. Earlier dissemination efforts have shown that all too often information about new programs is filed and forgotten. The NDN strategy calls for Developers of a successful program to train teachers and other staff members in the adopting schools.

When a school or district decides to make an adoption (that is, to implement major components of an exemplary program), two types of training usually are provided: (1) start-up training for the staff in the adopting school to prepare them for implementation and (2) inservice or implementation training that reviews and expands on initial training and helps tailor the program to local needs.

Typically, the Developer gives 16 to 24 hours of training in the program to all staff members (e.g., administrators, teachers, aides) in the adopting schools. An average of eight hours of additional training is provided after the program has begun.

Training may take place at one of several different locations: at the adopting site, at the Developer/Demonstrator home site, at a demonstration site, at a university, or at some other mutually agreed-upon location. Sometimes, when many districts or schools are adopting the same program, a training session will be held for all at one time.

Training is carefully planned to cover all details necessary while providing support and assurance. Who is trained and what is covered varies with the program adopted. Complex management and organizational programs usually require training for all involved school staff; other programs may involve primarily classroom teachers.

Generally, the adopting district may obtain from the Developer specific materials on curriculum and on managing the program. In addition, Developers and adopting districts usually keep in touch by phone following the training sessions. Developers and Facilitators often cooperate in visiting sites over extended periods to iron out problems, to assist in evaluation, and, particularly, to lend moral support. An evaluation study of the NDN has reported that moral support or encouragement is the most frequent purpose for follow-up assistance.

The NDN has found it essential to provide this ongoing personalized assistance to assure that an adoption takes root. Realistically, it takes two to three years for a new program to be assimilated into the curriculum and the continuing life of a school. If unforeseen problems arise after training is completed, an experienced Developer/Demonstrator or State Facilitator can effectively help adjust program operations.

How Adoption Costs Are Paid

Lack of funds has not proved a barrier to program adoption. Adoption costs are shared three ways—by the State Facilitator, the Developer/Demonstrator, and the adopting school. Any time that a district starts a new program, the cost is high and much time is consumed. The NDN saves districts both money and time. It offers a wide variety of fully developed, effective programs.

The kinds of costs a district may have to pay in adopting an NDN program include: payment for substitute teachers to manage the classes of teachers who are receiving training, curriculum materials such as student workbooks, and the cost of administrators' time as they learn about and help establish the new program in their school. If an NDN program requires additional staff members

such as aides, sometimes they can be paid for with funds provided to school districts by Titles I and IV of ESEA.

NDN dissemination funds are used for two broad purposes: to make districts aware of the NDN and the programs it offers and to assure successful adoptions. State Facilitators and Developer/Demonstrators generally commit a certain percentage of their funds for each purpose. Both share some costs, such as travel expenses to bring Developer/Demonstrators to training sessions or a statewide conference at which NDN programs are featured. State Facilitators may pay part of the travel expenses for those from a local district to travel to a demonstration site, with the district picking up the balance. Developer/Demonstrators, on the other hand, may use part of their dissemination funds to refine necessary curriculum materials as well as to cover staff time needed to train adopters.

II. WHAT IS DIFFERENT ABOUT THE NDN?

Congress has mandated in various federal aid-to-education programs that information on results be "disseminated." So the concept of dissemination is not new. However, educators at the local, state, and national level say explicitly that the NDN is different and is setting the pace for other dissemination efforts. Here's what they are saying:

It's Like GM

Frank Thompson, director and developer of the ECOS Training Institute in Yorktown Heights, N.Y., says the NDN has an important similarity to General Motors — it is both a sales and service organization. It not only helps school districts pick out an appropriate program if they are in the market for one but follows up once an adoption is made. The follow-up includes trouble shooting, assessing what adjustments are needed after the break-in period, and assisting adopting districts in evaluating the effects of the program.

It Offers "Quality" Programs

Marshall Schmitt, a senior staff member of USOE's Division of Educational Replication who helps monitor and coordinate NDN activities, says the high quality of the exemplary programs available in the NDN appeals strongly to teachers and administrators nationwide. "These are not just haphazardly termed exemplary programs," he points out. "Each has been carefully evaluated by the Joint Dissemination Review Panel, so quality and effectiveness are assured."

People Make the Difference

John Emrick, formerly of Stanford Research Institute (SRI), who directed an evaluation study of the NDN, says that the NDN's two distinct categories of change agents — Developer/Demonstrators and State Facilitators — represent a new feature compared to conventional dissemination or diffusion systems. He told a subcommittee of the U.S. House of Representatives in July 1977 that the NDN's effectiveness in helping schools improve is due to the enthusiasm and credibility of the Developers and the coordinating strategy, information role, and judgment of the Facilitators. These characteristics give school districts confidence in committing themselves to adoptions, he believes.

It's a Way of Sharing Information

Keeping up with all of the information generated in our post-industrial age is very difficult, says John Hayman, Facilitator for the state of Alabama. The NDN, he says, offers school districts an easy way to share information about effective education programs.

NDN's Goal: "Program Improvement"

"Unlike other dissemination efforts sponsored in recent years, the immediate goal of the NDN is program improvement," says Lew Walker of USOE's Division of Educational Replication. "To

meet that goal, the NDN provides the support services necessary to assure solid, lasting improvement."

The NDN Is "Cost Effective"

Keith Wright, Facilitator for the state of Washington, believes that the NDN saves money for adopting school districts, particularly in the current era of declining enrollments and increasing demands from parents, the public, and legislatures. He calls the NDN a "cost effective means of transferring effective programs between districts and between states."

A Significant Catalyst

Jean Narayanan, who oversees NDN's outreach and support activities, believes that the NDN serves as a significant catalyst. According to Ms. Narayanan, the impact of the NDN goes beyond the transfer of a particular program. "Teachers and administrators learn new ways to deliver and organize instruction which they then apply to other parts of the school program. They also develop a 'searching mentality,' causing them to return to the NDN as a source of programs to meet other needs. In fact, there's no limit to the creative problem-solving that results from intermingling concerned educators from across the country."

It's Teachers Working with Teachers

"We like the NDN in our state because we can say to local districts that the programs they can adopt were actually developed and tested by classroom teachers in real situations with real kids," says Charlene Stogsdill, the Wyoming State Facilitator. "Teachers are at ease in working with the teacher/developer because they understand each other. They ask questions when the Developer comes to demonstrate a program, and they don't feel that something is being forced on them."

Changes Are Incremental

"Adoptions are rarely made in a short period of time," says David Crandall, director of the host agency to the Massachusetts State Facilitator project. "Usually a few key teachers are involved at first; others join in as they observe the adoption working and their own commitment grows. Actual implementation of moderately complex, substantial change programs are thus gradual and cumulative."

The NDN "Follows Up"

What's worse than getting something new and then not having anyone to turn to when it doesn't work exactly right? "That doesn't happen in the NDN," says Ralph Parish, Kansas State Facilitator. "It follows up on adoptions—for a year, for two years, for whatever time is necessary for a district to feel that the program is theirs, and that they've worked out the problem." This assistance eases adopters through periods of uncertainty during actual implementation.

Spirit

A difficult-to-describe but nevertheless major factor in the NDN's success is the enthusiasm or spirit of the people who get involved in the program—at the local, state, and federal levels. Federal officials who work with Developers and Facilitators say: "It's difficult to explain the almost missionary zeal and enthusiasm the Developers and Facilitators have about the programs and what they are doing." That this enthusiasm transfers from the Developers and Facilitators to the adopting districts is substantiated by data collected during the Stanford Research Institute evaluation of the NDN.

III. RESULTS

The accomplishments of the NDN can be measured in several ways:

- *Its ability to help local districts improve their programs.*
- *Its ability to help districts meet state and federal requirements.*
- *The number and quality of adoptions.*
- *Cost effectiveness, or return on the federal investment.*

Improvement

Increasingly, the public is demanding that schools improve their programs. Endorsement of "back to basics" and of minimum graduation requirements reflects concerns that schools are not so effective as they could be. State and federal legislators are reacting to parent and community pressure by forming study committees, by passing minimum competency legislation, and by requiring educators to judge school effectiveness by test scores.

In such a climate, NDN programs are in huge demand. "The most fantastic thing about the NDN," says Lee Wickline, the chief federal administrator of the NDN, "is that it meets schools' current and long-range needs by offering them, at low cost, solid programs that were developed and are being used effectively in local school districts."

Data are now being collected from adopters of NDN programs. Preliminary results indicate substantial improvement has been made in school programs. One example: Twenty-one school districts in seven states that adopted Project HOSTS report impressive gains. Prior to using the program, all students tested were reading below grade level. After implementation of HOSTS, students at all grade levels made a mean gain of more than one year in reading comprehension and vocabulary in seven months' time.

Letter from a Teacher

"After only four short weeks of using Alphaphonics, I am thrilled with the interest, enthusiasm, and eagerness of my children—to say nothing of the interest and cooperation of parents. I'm sorry that I did not hear of Alphaphonics earlier. After 18 years of reading programs which involved everything but standing on my head, the small amount we invested in Alphaphonics ($36.06) gives my students and me everything we need for an excellent learning experience."

Jean Johnson
Kindergarten Teacher
Kaiserslautern Dependent School

State and Federal Requirements

State and federal legislation now mandates complete services for students who are handicapped, gifted and talented, or non-English speaking, as well as continuing commitment to the needs of the disadvantaged. The legislation reflects a concern for providing access to education for all persons.

Implicit in the new legislation are these requirements:

- *that parents and other community members be involved in education;*
- *that educators start as early as possible to identify children's learning problems;*
- *that schools find ways to ensure that basic skills are learned;*

- *that schools provide remedial instruction to students deficient in basic skills;*
- *that schools help all students learn to function at some minimum level in basic skills prior to graduation;*
- *and that the special needs of students be met, to the extent possible, in regular classroom settings.*

The NDN offers programs that have already proved successful in meeting such needs.

Riles Urges California Schools to Draw on the NDN

In California, the NDN is serving as a resource for the state's massive new School Improvement Program. The legislation behind the program mandates school improvement in areas ranging from basic skills and parent involvement to organizational structure and making more alternatives available to secondary students.

Wilson Riles, Superintendent of Public Instruction, urged California school administrators to draw on NDN's "outstanding programs from kindergarten through senior high school." He advised them that NDN programs "can be directly related to district needs under this new legislation." He also notified them that in addition to providing adoptions with NDN funds, the state would use Title IV-C, ESEA funds to enable more districts to adopt NDN programs.

Number and Quality of Adoptions

The number of adoptions is impressive, says Lee Wickline, Acting Director of the Division of Educational Replication and the chief administrator of the NDN. During the NDN's first year of funding, 1,800 school districts received training; of these, 1,000 were actually using a new program the following year. "It's not as if the districts are receiving something free," Dr. Wickline adds. "They have to make a commitment toward change and improvement and be willing to invest their time and to share in the costs to adopt an NDN program."

More information on the quality and quantity of adoptions comes from the SRI evaluation of the NDN. It reports:

- *60% of the adopting districts said "substantial" change resulted from the adoption; 25% said the change was "moderate."*
- *30% of the adoptions involved more than one school in a district.*
- *15% of the adoptions involved the entire school district.*
- *35% of the adoptions involved at least several classrooms in a single school.*

Figures compiled by USOE show that in the Network's fourth year more than 7,000 adoptions of NDN programs had been made. More than 60,000 people have been trained and approximately one and one-half million students have been served. On the average, each program was adopted by 48 schools in an average of 10 states.

Adoptions that first occurred in only one or two schools in a district, or in only one or two classrooms, are now spreading. A notable example is occurring in the Houston area. In the fall of 1977, Project COPE (a comprehensive pre-primary curriculum and management system) from West Chester, Pennsylvania, trained staff from two schools in the Channelview district, a Houston suburban area. The following January, Project COPE staff returned to Texas to train personnel from 15 schools in eight other districts including one pilot school from the Houston Independent School District. Project COPE staff have returned twice to Houston to train personnel in 52 additional schools. More than 14,500 students in Houston are affected; Houston is now considering adopting the program for 168 elementary schools.

Cost Effectiveness

New legislation in areas such as basic skills and special education requires local school districts to provide effective inservice training for both elementary and secondary teachers.

Balanced against the new requirements, however, are the budgetary concerns of boards of education at the state and local levels. In true consumer fashion, they are searching for low-cost but effective programs to improve education and to meet legislative mandates.

The average cost to the federal government for developing one of the NDN programs is approximately $400,000, whereas the average cost to the federal government to move one of the programs to another district is approximately $4,000. Consequently, the return on the original investment, through adoptions, is impressive.

Some of the most costly programs to develop can now be adopted by other districts at a fraction of the original cost. One example: The Exemplary Center for Reading Instruction, Salt Lake City, cost more than $1 million in development funds. Recently, however, the project director trained 104 Ohio educators (four persons from each of 26 districts) together at one site. The total cost was $2,300. Each group of four persons included two teachers. They were expected to train 15 teachers each when they returned to their home districts. In other words, 780 of the state's teachers eventually could benefit from one training session.

Another example: Federal funding to develop the Curriculum for Meeting Modern Problems program in Lakewood, Ohio, was $388,500 over four years. The program assists high school students in clarifying their goals. It can be adopted for approximately $5.00 per student, according to John Rowe, the program's director.

Program Variety

"The NDN is people working with people — effectively — to improve programs," says Diane Lassman, one of three State Facilitators in Minnesota. She believes the results of the Network are most evident as one considers what is happening in schools. "Programs are being improved dramatically. The NDN, moreover, has enough variety to solve diverse school problems," she adds.

The 200 programs available through the NDN range from alternative schools, bilingual, migrant, career education, early childhood, environmental education, and drug education to programs to educate handicapped youth. Ninety-one programs offer techniques and materials to teach basic skills (reading, writing, and arithmetic) in a variety of ways with a variety of students.

In addition to focusing on many different content areas, the NDN programs also serve a variety of purposes. Many have been adopted because of their approach to teaching, the way instruction is organized, their use of resources, or the staff development program. Increasingly, districts are using NDN services to adopt a combination of programs.

The variety of programs expands as more programs pass the federal Review Panel. They are developed under a wide variety of funding sources. As an example, 21 programs originally funded by Title I ESEA and 21 programs funded by Follow Through are now available to districts through the NDN. Other NDN programs were originally funded by Title III and Title VII, ESEA, and by the Bureau of Education for the Handicapped, Right to Read, and the National Institute of Education.

The NDN's variety usually means that schools can find programs to match newly identified needs. As one example, the Oklahoma Child Service Demonstration Center for Secondary Learning Disabled Students is witnessing a surge of interest because it provides an effective means to "mainstream" handicapped children into regular classrooms — one of the requirements of new federal legislation for the handicapped. Other districts are interested in effective Title I, ESEA programs that can show how to work comfortably with parent councils — another new requirement in state and federal legislation on the handicapped. Similarly, Right to Read programs are attracting attention because districts want to know about conducting needs assessments in reading, using volunteers, and taking advantage of other services offered by federal and state Right to Read offices. Various alternative secondary programs are providing solutions to disruptive school behavior, absenteeism, and truancy — problems that plague many schools today.

Here is a sampling from the more than 100 NDN programs funded as Developer/Demonstrators:

BASIC SKILLS

HOSTS

In Vancouver, Washington, a reading program started by a former football coach uses volunteers ranging in age from 12 to 86 to help students learn how to read.

The program, which is called HOSTS (Help One Student To Succeed), is becoming well known throughout the city because of its success rate, the number of students helped and the number of volunteers involved. The director of HOSTS explains that approximately 2,000 persons — two-thirds of them from the community — are serving as HOSTS reading tutors to Vancouver students. Elementary students receive tutoring help if they are reading just below grade level. Also receiving help are intermediate level (grades 4-6) students who are two years below grade level, and high school students who are reading at the sixth-grade level or below.

How successful is HOSTS? Overall, the project has reduced by 40% the total number of students in the district who are reading below expected levels.

The program was developed with almost $200,000 in funds granted under Titles I and III, ESEA. It has been adopted by more than 100 schools or districts in eight states. In Vancouver, meanwhile, the district supports the continuation of HOSTS entirely out of its own funds.

CATCH-UP

In Newport Beach, California, students who are at the bottom of their class in reading or math go to a laboratory for one-half hour daily. Teachers and professional aides use "almost fail-proof" materials to help children catch up with their classmates. The results: During each of five consecutive years, students gained 1.5 months in math and reading skills for each month in the program.

In one school where the program was adopted, all classrooms were vandalized except for the reading/math laboratory. The principal knew who the culprits were. When asked why the lab was untouched, the fourth-graders said, "that's our room." For teachers, this anecdote shows that kids want to go to the lab. The program, suitable for students in grades K-9, has been adopted by 157 districts in 33 states.

SPECIAL EDUCATION PROGRAMS

ACTIVE

In Oakhurst, New Jersey, Project ACTIVE (All Children Totally Involved Exercising) has become a model for teacher training institutions as well as for local school districts. The director of ACTIVE explains that it finds out each child's needs through testing. Solutions focus on improving coordination through exercises that handicapped children can succeed in doing. The results: Children make a median gain of 20% in motor skills and physical fitness. As they start to improve in physical education activities, they do better in academic studies. In addition to 75 adoptions in New Jersey affecting 10,000 children, the program has been adopted by school districts in 19 other states affecting 20,000 children. To keep up with the demands for the program, ACTIVE now has satellite training sites in seven states.

FAST

Project FAST, originally developed in the Essexville-Hampton Public School System, Essexville, Michigan, offers school systems a successful way of "mainstreaming" students with learning disorders into the regular classroom. Mainstreaming can be accomplished, the project's director believes, if teachers understand learning process and can identify the type of assistance a child requires and how it can best be provided. The project advocates making students more responsible for their own learning, using appropriate resources when necessary to assist children who require special help, and making use of learning centers in the classroom. FAST has 13 adoptions in Michigan; schools in six other states are adopting it and interest is expanding quickly.

PRESCHOOL AND EARLY CHILDHOOD EDUCATION

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall)

In St. Cloud, Minnesota, parents learn how to teach their children in a preschool center starting at age four. They also receive additional materials to reinforce skills at home. The results: Children show 30% greater growth in basic skills in a single year than they would have through normal maturation. In adddition, 97% of the parents said the experience made them better parents; all said it improved their relationships with their children. Schools in 10 states have adopted the program.

PARENT REACTIONS TO SETON HALL PRESCHOOL

"Seton Hall has given me more confidence in myself and in raising my children."

"I've learned not to expect perfection from my child. I learned to relax and enjoy him."

"I can see a good attitude toward school developing."

"This program was so superior to others I have seen that it's unbelievable. I think it was well worth my time."

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

In Ferguson, Missouri, specialists from local universities screen three-year olds for potential learning handicaps. The program, developed with Title III funds and widely copied, sends teachers weekly into homes to work with parents and children. When the children reach four, the program continues to be home-based but additionally brings children and parents to a three-hour "Saturday School." In an eight-month period, students showed an average of 16 months' growth in language development. Saturday School materials are now being used in all but two states and in several foreign countries.

MIGRANT EDUCATION

TRAINING MIGRANT PARA-PROFESSIONALS

Using three year-'round centers and a mobil teaching component, this program provides language, math, and reading instruction for migrant children from age three through the third grade. The same curriculum is offered in each of the states where families move. Highly focused training materials and structured curriculum materials enable paraprofessionals to become effective teachers. The results: After 200 days in the program, migrant children exceeded national norms in arithmetic, handwriting, and reading.

PROJECT CHILD

In upstate New York, migrant children and their families take part in a complete education/recreation/social needs program. The children are white, black, Hispanic, and Native American. All qualify for Title I, ESEA funds. Not only are children of school age taken under the program's protective wing, but family members and other adults participate in free lessons in basic skills plus a recreation program in the evenings and on weekends.

Now in its eighth year, the program trains teachers and tutors in migrant education at the State University College at Geneseo, its home base.

The project director says migrant children need dental care, clothing, education, training in how to raise and help tutor younger siblings, and help in obtaining jobs. Consequently, many different state and federal programs are tapped for support.

PROGRAMS TO HELP HIGH SCHOOL STUDENTS

CURRICULUM FOR MEETING MODERN PROBLEMS

A program developed in Lakewood, Ohio, helps high school students clarify their goals and their thinking about family relationships, school achievement, and personal values in a constructive manner. The program, in curriculum form, can stand alone as a semester course, or parts can be integrated into areas such as health, social studies, language arts, or psychology. More than 190 adoptions of the program are under way in 26 states. To illustrate how it's used: Texas schools are adopting it in answer to a legislative mandate to assist with crime prevention and drug education.

ST. PAUL OPEN SCHOOL

In St. Paul, Minnesota, graduation is based on competence in "real life" tasks. As an NDN program and a K-12 alternative within the St. Paul Public School District, the St. Paul Open School does not have to follow traditional graduation requirements. It substitutes demonstration of competencies in six categories: career education, community involvement and current issues, consumer awareness, cultural awareness, information finding, and personal and interpersonal skills. To graduate, a student must submit 25 to 30 pages of statements attesting to competency in all six categories. The director of the school says it has about 50 adoptions in 18 states.

ENVIRONMENTAL EDUCATION

PROJECT I-C-E

Project I-C-E (Instruction-Curriculum-Environment) **in Green Bay, Wisconsin,** enables teachers at any grade level to incorporate environmental education concepts into the curriculum. They may draw on 39 environmental education guides and more than 30 supplementary field activity models in making students aware of and sensitive to environmental issues. The project offers teachers practical materials and ideas that can be used in teaching environmental education. As an example, the concept of energy can be introduced in elementary creative writing with a student poem about energy. Teachers in social studies might assign students to learn about and suggest solutions to energy issues in their community. I-C-E has 60 adoptions involving 1,400 teachers in 17 states.

PROJECT ADVENTURE

Project Adventure in Hamilton, Massachusetts, offers teachers of any subject an action-oriented process of teaching students how to solve problems by learning to work together and to trust and depend on one another.

The program, an extension of Outward Bound, sends students into the community as part of their education training. To illustrate: A science teacher trained by Project Adventure might take students on a "mud walk" through a swamp to collect samples of plants and water and to record temperatures. A physical education teacher trained by the project might teach exercises requiring balance, coordination, and trust. To date, more than 45,000 students have participated.

CHANGING THE CURRICULUM

ECOS

The ECOS Training Institute in Yorktown Heights, New York, has proved successful in helping districts meet diverse education priorities, e.g., environmental education, career education. Since most curricula teach basically the same concepts, ECOS helps teachers incorporate new activities. "Staff members can continue to do what they have always done, but they learn a management process that enables them to deal with a new program and 30 students in the classroom at the same time," says the ECOS director. Teachers might learn, for example, how to incorporate environmental concerns into the classroom immediately. Over time, they can use the process to infuse any other education innovation into the curriculum. In two years, the project trained 1,047 persons in 270 public and nonpublic school systems in such diverse areas as Oakland, Calif.; Buffalo and Rochester, N.Y.; Eugene, Ore.; and Columbia, S.C.

ECOS Becomes a Grandparent

In Quincy, Ill., adoption of the ECOS project from Yorktown Heights, N.Y., has helped the district organize and complete the "bits and pieces that formerly made up our environmental education program," says Lynn Sprick. "With ECOS, we now have an organization plan for environmental education in grades K-12."

A former classroom teacher for 15 years and now an ECOS trainer, Ms. Sprick is already a firm supporter of the NDN. "It's done more for education than anything that I've seen before," she says.

The successful adoption of ECOS in Quincy resulted in 10 second-generation adoptions, ranging from schools in inner-city and suburban Chicago to schools in districts serving 700 children. Ms. Sprick has been hired by the state to assist other districts in adopting the project, with funding for training teachers provided by Title IV, ESEA.

IV. CHALLENGES AHEAD

As a relatively new dissemination network, the NDN can claim a high degree of success in stimulating adoptions of effective programs nationwide. But as a growing network, a network that prides itself on its responsiveness to client needs, the NDN faces a number of challenges.

Increasing Demands

One challenge is the need to provide more services. "The Facilitators and Developers have not been able to meet all the demands for adoptions with the amount of funds we have been able to provide," says USOE's Dr. Wickline. In its first year of operation, the NDN's budget was $9 million. The current budget is $7 million. In the meantime, however, the number of Developer/Demonstrator programs being funded has more than tripled, and there are almost twice as many State Facilitators. In effect, the Facilitators and Developers are being given less money to provide more services. To illustrate: The average amount provided to Developer/Demonstrators is now approximately $45,000, down from an average of $80,000 previously. NDN participants and supporters hope that funding in future years will be expanded so that more school districts can be served.

What the NDN Means to Kansas

"One of the most important educational tasks in Kansas during the years ahead will be to continue to disseminate information to local schools concerning educational practices which are promising and economically feasible for districts to consider adopting.

"The KEDDS system (NDN State Facilitator) has not only helped our local districts identify and adapt programs that have helped improve the quality of education, but it has helped schools build problem solving and decision making skills that carry over into other areas.

"We, at the State Department of Education, intend to provide leadership and to assist local districts in using this most important dissemination and diffusion system."

Merle R. Bolton
Commissioner of Education
Kansas State Department of Education

Increasing Diversity

The federal strategy of funding additional Developer/Demonstrators and State Facilitators is a direct response to demands from the field for more options and services. To meet current school demands, however, the NDN must include even more programs to assist secondary students and to deal with the problems of inner-city schools. A wider variety of programs is required for gifted and talented students, arts education, teacher training, writing skills, and career and vocational education. The current funding level available for the NDN prevents many additional programs from gaining fiscal support from USOE. And without federal funds, few programs can help other districts adopt them. Some progress is being made. For example, the number of adoptions in urban schools has increased significantly in the past year.

Texas Children and the NDN

"The National Diffusion Network has been a real asset to our district."

B.H. Hamblen,
Superintendent,
Channelview Independent School District

"The NDN has provided practical assistance to the Houston district in staff and program development."

Billy Reagan,
General Superintendent,
Houston Independent School District

Coordinating Dissemination Efforts

Another challenge is coordination of the NDN and other dissemination efforts at the state and federal level. At the federal level, Congress assigned responsibility for dissemination to both USOE and the National Institute of Education (NIE), but specific roles were loosely defined and generally uncoordinated.

Initiation of the NDN has improved cooperation among federal agencies and between federal and state dissemination activities. For example: Federal and state officials from the NDN and Title I, ESEA, joined in 1977-78 to present a series of regional workshops. The aim was to acquaint state and local educators with 21 NDN programs particularly suited for use with Title I or migrant students.

Richard L. Fairley, director of USOE's Division of Education for the Disadvantaged (Title I, ESEA), told conference participants: "There are a number of programs in the NDN, particularly in basic skills areas and in the use of volunteers, which are appropriate for Title I and migrant populations and which may be installed with Title I funds. They include both Title I-developed programs and other programs that may be adapted for Title I children."

Other examples: The NDN disseminates programs developed by USOE and by the National Institute of Education (NIE). Many NIE-developed materials are used in technical assistance efforts sponsored by the NDN. Facilitators located in state education agencies cooperate closely with NIE-funded efforts. And the NDN is also working closely with other federal dissemination efforts, jointly sponsoring major dissemination conferences.

As another example of cooperation, some states are using federal funds appropriated under Title IV-C of the Education Amendments of 1974 to promote the adoption of NDN and other exemplary programs by local school districts. Keith Wright, the NDN Facilitator for the state of Washington, says 25% of his state's Title IV-C funds are being used to disseminate NDN and state approved programs. Similarly, more than 50% of the states, including New York, California, and Colorado, are disseminating NDN programs with Title IV-C funds. State Facilitators are also marshaling state Title I, ESEA, and Title VI Handicapped funds to answer requests for exemplary projects.

Minnesota Benefits

Howard B. Casmey, Minnesota Commissioner of Education, responds, "The National Diffusion Network is an effective dissemination strategy; State Facilitators and Developer/Demonstrators are important components in Minnesota's dissemination plan. Minnesota students benefit as state Title IV-C and local funds enable schools and districts to replicate programs made available through the resources of the State Facilitators and the NDN. As the state dissemination systems continue to evolve, we look forward to an on-going partnership between state and NDN administrators."

Stabilizing Funding

In the past, year-by-year funding of the NDN created a number of problems. As documented, adoptions do not occur in one year's time, and districts must have follow-up services from State Facilitators and Developer/Demonstrators. But uncertain funding levels meant that they could not guarantee services to adopting school districts, thus creating public relations problems. Now, federal officials are stabilizing funding by changing from a policy of providing Developer/Demonstrators with annual funding to "continuous" funding for several years.

Program Improvement

"The adoption of Learning to Read by Reading helped us achieve four goals: decreased the drop-out rate; improved attitude toward school; increased reading ability; and provided success in content area classes. This adoption improved student performance in class and life in general."

Brad Kiick
Clinton High School
Clinton, Ill.

Assessing NDN Impact

As the number of schools and districts involved with the NDN grows, more attention is being given to questions of documenting impact. Do children at adopter sites show the same gains as those at the Developer site? What changes are made in the adopted program as the years pass? How many spin-off adoptions exist? How pervasive is the program improvement? What unexpected benefits occur (for example, increased parent involvement)? These are only a few of the questions being raised. Currently, each project compiles data on its own activities, but overall analysis has been virtually impossible. In the future, NDN participants will be working closely with school districts to gather more data that can be compiled centrally and shared with local educators for comparison purposes.

Adapting the NDN to New Audiences

Another challenge facing the NDN is its adaptability to new audiences such as libraries, institutions of higher education, and particularly teacher trainers. Joan Duval, director of USOE's Women's Educational Equity Act Program, looks forward to future cooperative efforts in which some of her program's current developmental efforts will be submitted to the Joint Dissemination Review Panel and then shared through the NDN.

"We are concerned with nonsexist curricular alternatives," she says, "as well as with sex role stereotyping, guidance and counseling, and career opportunities for girls and women. We are working toward identifying and preparing for nationwide diffusion a wide range of practical options that will strengthen and expand the NDN's outreach."

Reducing Costs

At a time when school personnel have, of necessity, become exceedingly cost conscious, the NDN has been actively seeking ways to reduce costs while maintaining quality. The NDN, for example, has been trying to make up for not being able to bear full adoption costs by looking for ways to give adopters maximum services for minimum expenditures. As an example, NDN administrators encourage Developers to identify especially effective adoptions of the original program that can serve as "satellite" demonstration sites in various parts of the country. Staff at the satellite sites are, of course, located much closer to potential adopters, making it feasible for teachers and parents to see programs in action in classrooms reasonably near their own communities. Some adopters become "second generation" trainers for the program and can offer adoption services similar to those of the Developer.

Shifting Strategies

The NDN is no longer something new to many school districts. For State Facilitators, a sign of progress is the expanding group of satisfied clients. Facilitators are spending less time in trying to make the NDN known to educators and more time in enabling quality adoptions to take place. School districts themselves, in many cases, are becoming the best promoters of NDN programs and services. This shift puts demands on NDN projects to become aware of changing needs and to use appropriate new strategies in providing service.

Strengthening the NDN

The early experiences of the NDN demonstrated that some type of coordination was needed to avoid duplication of effort and to assure educators of accurate, timely information on all validated programs. The NDN is large — more than 100 State Facilitator offices and more than 100 funded Developer/Demonstrators. Communication across state boundaries is a constant challenge.

USOE's response has been to establish two technical assistance contractors. The Educational Diffusion Materials/Support Center at Far West Laboratory for Educational Research and Development produces a wide variety of publications designed to coordinate and provide public information on NDN activities, to improve internal NDN communication, and to provide tools to enhance NDN operations. For example, the fourth edition of **Educational Programs That Work,** with its brief descriptions of all NDN programs, was distributed to approximately 12,000 educators.

The second contract for Technical Assistance Brokerage was awarded to Capla Associates of Rochelle Park, N.J., to coordinate the delivery of personalized assistance to NDN projects. Facilitators and Developers bring diverse experiences to the NDN but the work demands that they learn new skills and improve their existing skills on the job. In most cases, NDN participants help each other by sharing their accumulated experience. Five regional offices serve to maintain close contact with the widely dispersed NDN projects.

Both these contracts were established as multi-year efforts to assure continued provision of service to the ever-growing NDN. In addition, a third contract was negotiated to provide specialized assistance to ESEA Title I Developer/Demonstrators. The NETWORK of Andover, Mass., provides this help.

Capitalizing on What's Been Learned

Another significant challenge for educators concerned with school improvement is an urgent need to make wise use of the experience gained by dissemination professionals in recent years. The NDN's participants can offer educators a significant body of expertise in the field of practical dissemination.

The NDN has learned important lessons about the transfer of education programs. For example, critics often claim that what works in one school district will not work in another. However, by allowing for and planning the adaptation of the NDN programs, the Network has disproved that claim. Programs developed in inner cities have been found to work equally well in suburban and rural schools and vice versa. A more important consideration than where the program was developed seems to be compatability in educational philosophy. Since the NDN allows districts to choose among various programs, it offers a firmer guarantee of a compatible philosophy and, consequently, an effective adoption.

The NDN has also disproved the notion that educators will not use a program developed elsewhere. So long as they feel the choice is theirs, not one forced on them, a newly adopted program soon becomes their "own" program.

A Final Word

Other recent dissemination strategies tried by the federal government seem to verify that the NDN is on the right track. "We've learned," said one official, "that **people** play a vital role in supporting improved programs. Materials alone cannot convey to adopters the spirit and enthusiasm of the Developer. The best mix to enable an adoption," the official continued, "is people, well-developed materials, and a system to provide coordinated help for program implementation."

The NDN and the schools it serves agree with that conclusion.

FOR MORE INFORMATION

Educational Programs That Work. Contains descriptions of all NDN programs and adoption information, lists all State Facilitator Offices. Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103; $4.95 (prepaid). (ERIC #ED-149-441)

Program Validation: Four Case Studies. The experience of four projects submitted to the Joint Dissemination Review Panel. Information gathered from face-to-face interviews illustrates problems encountered; observations and recommendations are recorded. The NETWORK, 290 S. Main Street, Andover, Mass. 01810; $6.00 (prepaid).

State Facilitator Profile. Describes the dissemination activities of all State Facilitators in the NDN. Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103; $6.50 (prepaid). (ERIC # ED-149-440)

Ideabook, The Joint Dissemination Review Panel. Explains the function and operation of the federal review panel and provides a guide for making submissions to the panel. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (#017-080-01824-1; $3.00). (ERIC #ED-148-329)

DOCUMENTS ON DISSEMINATION

Evaluation of the National Diffusion Network, Final Report. Prepared by Stanford Research Institute, Menlo Park, Calif. Available from John Emrick & Associates, 305 Marich Way, Los Altos, Calif. 94022; $6.50 (prepaid). (ERIC #ED-147-527)

Dissemination in Relation to Elementary and Secondary Education. Final report of the Dissemination Analysis Group to the Dissemination Policy Council; Jerry L. Fletcher, chairman. Office of the Assistant Secretary for Education, Department of Health, Education and Welfare. (Submitted to ERIC)

Developing a Framework for the Dissemination of Educational and R&D Products and Services to Educational Practitioners. Sponsored by Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare. Cresap, McCormick and Paget, Inc., 245 Park Ave., New York, NY 10017. (ERIC #ED-122-866)

Report and Recommendations: Interstate Project on Dissemination. National Institute of Education. (ERIC #ED-125-552)